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ABSTRACT

In the fall of 1971, 678 students, 11.5% of all full-time day students, failed to re-enroll at Hofstra University. For these withdrawers the average GPA and the majors selected were not different from that of the rest of the student body. There were, however, greater proportions of females, lower classmen, junior and senior transfers, and female dorm students among the withdrawers than among the total student body. Questionnaires soliciting reasons for not returning were mailed to all withdrawers and were returned by 32% of them. All of the reasons for leaving Hofstra given by respondents were placed into 5 major categories. Personal, financial, and dormitory reasons were each cited by slightly more than 40% pf the respondents. Unhappiness with nonacademic aspects of Hofstra was cited by a slightly smaller percentage (36%), and dissatisfaction with academic aspects was cited by the smallest percentage (30%). Academically better students tended to give dissatisfaction with the dorms and other nonacademic aspects of Hofstra as reasons for leaving, whereas the poorer students cited personal and financial reasons. Suggestions for discouraging students from leaving Hofstra are included. (HS)

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Report #102
May 1972

CENTER FOR THE STUDY OF HIGHER EDUCATION

HOFSTRA UNIVERSITY

WHO LEAVES HOFSTRA FOR WHAT REASONS

H. E. Yuker, Pauline Lichtenstein and Paula Witheiler

Summary

In the fall of 1971, 678 students, 11.5% of all full-time day students, failed to re-enroll at Hofstra. For these withdrawers the average GPA and the majors selected were not different from that for the rest of the student body. There were, however, greater proportions of females, lower classmen, junior and senior transfers, and female dorm students among the withdrawers than among the total student body.

Questionnaires soliciting reasons for not returning, were mailed to all withdrawers and were returned by 32% of them. Sixty percent of the respondents said that they were currently attending another college. They had an average GPA of 3.0 at Hofstra whereas those not attending other colleges had 2.5. Also, a much larger percentage of withdrawers who had lived in the dorms went on to other colleges than those who had not lived in the dorms. Of upper classmen who withdrew a very small percentage said they were currently attending other colleges. A student who left Hofstra to go on to another college was more likely to be a female, a freshman, or to have entered Hofstra with no advanced standing.

All of the reasons for leaving Hofstra given by respondents were placed into five major categories. Personal, financial, and dormatory reasons were each cited by slightly more than 40% of the respondents. Unhappiness with non-academic aspects of Hofstra was cited by a slightly smaller percentage (36%), and dissatisfaction with academic aspects was cited by the smallest percentage (30%).

Although there was overlapping of categories, the characteristics of the withdrawers varied somewhat by reasons given for leaving. Academically better students tended to give dissatisfaction with the dorms and other non-academic aspects of Hofstra as reasons for leaving, whereas the poorer students cited personal and financial reasons. Those who gave personal and financial reasons for leaving, by and large, were not the better students. Compared to those who gave all other reasons, those who gave personal reasons had the largest percentage of withdrawers who were upper classmen or who had originally transferred into Hofstra. And among those who left for financial reasons there were more males than females. Among those citing

HEW 3 175

dissatisfaction with the dorms and other non-academic aspects of Hofstra as reasons for leaving, there were relatively large numbers of females, lower classmen, natives, and students with good GPA's. Those who said they left Hofstra because they were dissatisfied with academic aspects of Hofstra could be characterized as falling somewhere between those giving personal or financial reasons and those dissatisfied with dorm living and other non-academic aspects of Hofstra.

Although 60% of the respondents said they were currently attending other colleges, this percentage varied according to the reason given for withdrawing. Only 40% of those who left for personal reasons went on to other colleges while almost 70% of those who left for other reasons did so; those who were dissatisfied with the dorms and other non-academic aspects of Hofstra had the highest percentage of those going on to other colleges (75%). Regardless of reason given for withdrawal, large percentages of scholastically better students, lower classmen, and natives went on to other colleges.

Financial aid seemed to exert holding power over students at Hofstra. The percentage of withdrawn students receiving financial aid was only 12% compared to 29% of all full-time day students receiving similar kinds of financial aid.

Conclusions and Recommendations

Although the sample of respondents was probably not typical of the total group of withdrawers, analysis of their responses leads to several hypotheses which we present in the form of recommendations designed to reduce the rate of withdrawal.

1. Some students said they left for financial reasons. Many of these probably would have stayed if their financial problems could have been solved. By providing a combination of financial counseling and aid, we might have kept some of these students at Hofstra. It is recommended that financial counseling services for students should be established and publicized. With limited financial aid funds available, we must decide what proportion should be earmarked for students already here at Hofstra, compared to those we are trying to attract.

2. Some students cited personal reasons for leaving and did not go on to another college. Some of the specific reasons indicated a change in life style, e.g. getting married, moving out of the area, getting a good job. Other reasons were indicative of personal problems of one kind or another: lack of clarity about goals, lack of motivation, family problems, etc. It is possible that the university might have helped these individuals resolve their problems and remain in school. It should at least have tried. It is therefore recommended that special

consulting services be publicized and made available to persons contemplating leaving school for personal reasons.

3. Some students said they left because of dissatisfaction with dorms and other non-academic aspects of Hofstra. There were negative comments about such things as general atmosphere, location, social activities and the esprit de corps among the students. Some of the complaints cited cannot be remedied. We cannot change our physical location or make it easier for students to commute. We cannot, at this time, increase the ratio of dorm students to the total student body. But attempts should be made to cooperate with the neighboring schools and community groups as far as social and non-academic activities go. Additional attempts should also be made to sponsor events that will woo the non-resident students back to campus on weekends.

4. Some students said they left because of dissatisfaction with academic aspects of Hofstra. There was criticism of some of the faculty, courses, departments, and programs. Many of these complaints are difficult to act on. We cannot make major changes in our faculty or in our curriculum. On the other hand we could take the complaints seriously, investigate them, and try to improve the situation. Similarly, we could try to provide a procedure for students to make their dissatisfactions known. For example, students could be asked to send their complaints to specific offices:

Dormitories - Room 379 Student Center
Faculty - Room 612 Weller Hall
Specific Departments - Room 813 Weller Hall

etc. Procedures such as these should be instituted only if we are willing to guarantee that the student's complaint will be examined and that a reply will be forthcoming in a reasonable length of time.

5. Interviews with all students contemplating leaving should be arranged by the Dean of Student's Office. Interviewers could then direct potential withdrawers to appropriate counselors.

All students who withdraw from Hofstra, for whatever reasons, deserve our attention. In terms of practical priorities attention to dorm and other non-academic aspects of Hofstra should come first, since many students who gave these reasons for leaving were freshmen, our better students and about 75% of them went to another college. On the other hand, many students who cited personal reasons for withdrawing had already transferred from another college and might be looking for something from a college that would be extremely difficult to provide. They also represent the smallest percentage of withdrawers going on to another college.

(Copies of the full report are available from the Center for the Study of Higher Education)

Report #102
May 1972

Who Leaves Hofstra for What Reasons

H. E. Yuker, Pauline Lichtenstein and Paula Witheiler

Two analysis have been incorporated into this report. The first is a descriptive analysis of the students who withdrew from Hofstra University in the Fall of 1971; the second involves an analysis of questionnaires mailed to all withdrawn students soliciting their reasons for not returning.

Characteristics of Withdrawers

In the Fall of 1971, 678 Main College and New College full-time day students, who had not been dropped for academic reasons, failed to re-enroll. These 678 students represented 11.5% of the February 1971 enrollment (5,883). For Main College full-time day students alone, the percentage of withdrawers for non-academic reasons was 11.1%; this compares with 9.8% in 1970, 8.6% in 1969, and 8.7% in 1968. It is interesting to note that 7% of the Main College students who withdrew in September 1971 (46 out of 615) were on probation either in February or June of 1971.

From registrar records we can describe the sex, class, admission status, major, GPA, resident status and home address of the withdrawers and, in some instances, make comparisons with the total Hofstra student body. As shown in Table 1, the breakdown of men and women among the withdrawers was almost equal, but among all full-time undergraduate day students there was a larger percentage of men than women. While 49% of the withdrawers were females, only 42% of the students at Hofstra were females; and, 51% of the withdrawers and 58% of all students were males.

With respect to class standing, as of fall 1970, 37% of the withdrawers were freshmen, 41% were sophomores, 15% juniors and 7% seniors. These figures were quite different from all students at Hofstra, 24% of the full-time day undergraduate students were freshmen, 31% were sophomores, 24% were juniors, and 21% were seniors. Thus the figures indicate that those students who leave college tend to leave in their first two years rather then in their last two years.

It is difficult to compare the majors of withdrawers with the majors at Hofstra in general. Registrar's enrollment statistics by field of specialization are collected from students' registration cards at the beginning of a given semester. On the other hand, the data used in this report for withdrawers came from the June '71 registrar's GPA

Table 1

Some Characteristics of September 1971 Withdrawers and Hofstra Full-Time Day Students*

	Withdrawers N	Withdrawers %	Hofstra Students N	Hofstra Students %
Sex				
Male	343	51	3,393	58
Female	335	49	2,490	42
Residential Status				
Dorm	207	31	1,586	27
No Dorm	471	69	4,297	63
Class Status				
Freshman	251	37	1,534	24
Sophomore	276	41	1,977	31
Junior	100	15	1,476	24
Senior	51	7	1,296	21

*Based on February 1971 enrollment figures for sex and residential status and September 1970 enrollment figures for class status.

runs book which, by and large, reported the major of students at time of entrance to Hofstra. These data, therefore, have a great number of undeclared majors. They also do not allow for an accurate count of education majors since dual majors are not reported. Bearing this in mind, of the 42% of withdrawers for whom a non-dual major was specified, the largest percentages were social science or humanities majors, and the smallest percentages were natural science, business or education majors. These percentages are not different from all Hofstra students registered in the fall of 1970, when we use a comparable system.

To determine the academic performance of the withdrawers we examined their cumulative GPA's as of June 1971, and found that the median GPA was 2.6 which was also the estimated median GPA of all students at Hofstra at that time. Seven percent of the withdrawers

had a GPA of 3.50 or better, 29% had 3.0 or better and 44% had averages below 2.5.

More than one-fourth of the withdrawers had transferred from another school. For the other three-fourths, Hofstra was the only college attended. These proportions were about the same as the overall student body at Hofstra. The ratio of native to transfer student varied from class to class. For withdrawers and all students, fewer than 10% of the freshmen and a little less than a third of the sophomores were transfer students. However among the junior and senior withdrawers, about 60% were transfers while among all students transfers were estimated to be a little more than 40% of these classes. This is not quite as significant as it may appear since juniors and seniors comprised only 22% of the withdrawers.

In the spring of 1971; 27% (1,587) of Hofstra's full-time day students lived in the dorms. There were about as many men among them as there were women. However, among the withdrawers a slightly larger percentage lived in the dorms (30%); more of them were women than men (60% to 40%), and almost 85% of them were lower classmen. The median GPA for withdrawn dorm students was 2.69 whereas the median GPA for withdrawn non-dorm students was 2.56.

According to their home addresses, 63% of the withdrawers lived on Long Island or Queens, 5% were from New York City, 9% were from elsewhere in New York State and 22% lived outside of New York State. Among the withdrawn students who lived in the dorm, 16% had home addresses on Long Island and Queens.

In summary, in the Fall of 1971, 11.5% of the full-time day students in attendance during the 1970-1971 academic year failed to return to Hofstra. Among them there were greater proportions of females, lower classmen, junior and senior transfer students, and female dorm students than among the total Hofstra student body at the time. Scholastically the withdrawers were similar to the general student body. The withdrawers selected the same majors as the rest of the student body.

Characteristics of Respondent Withdrawers

In an attempt to find out why students withdraw from Hofstra, questionnaires were mailed to the 678 students who failed to re-enroll in September 1971. Questionnaires were returned by 216 students (32%). The data in this part of the report is based on the responses of 189 students. The remaining 27 questionnaires were not tabulated either because they were received late, because the answers were uncodable (one was unprintable), because the students were just on leave, etc. Approximately three-fourths of the returned questionnaires were signed.

We doubt that those who returned the questionnaires constitute a representative sample of the total group to whom questionnaires were mailed. Data in Table 2 indicates, for example, that the percentages of

Table 2

Characteristics of Respondents and Non-respondents to Withdrawer Questionnaire

	Respondent Withdrawers		Non-respondent Withdrawers		Total Withdrawers	
	N	%	N	%	N	%
TOTAL	189	-	489	-	678	-
SEX						
Male	86	46	257	52	343	51
Female	100	54	235	48	335	49
HOME ADDRESS*						
Long Island	73	52	297	55	370	54
Queens	16	12	45	8	61	9
N.Y. City	6	4	31	6	37	5
N.Y. State	9	6	50	9	59	9
Other	36	26	115	21	151	22
ADMISSION STATUS						
Native	147	78	340	70	487	72
Transfer	41	22	150	30	191	28
RESIDENTIAL STATUS						
Dorm	64	34	143	29	207	31
No Dorm	125	66	346	71	471	69
CLASS STATUS						
Freshman	87	46	164	34	251	37
Sophomore	71	39	205	41	276	41
Junior	24	13	76	15	100	15
Senior	4	2	47	10	51	7
MAJOR*						
Humanities	21	37	68	30	89	31
Natural Science	7	12	32	14	39	14
Social Science	18	32	82	36	100	35
Business	8	14	36	16	44	15
Education	3	5	12	5	15	5
GPA						
3.00 and over	73	40	116	26	189	29
2.50-2.99	53	29	128	27	181	27
Under 2.50	58	31	225	47	283	44

*For home address and major the figures in the first column are for signed respondents instead of all respondents and the figures in the second column include the unsigned respondents.

females, native students, dorm students, freshmen, humanities majors, and high GPAs in the sample of respondents, are somewhat higher than the percentages in the total group of non-respondents. Since this is the case, we must consider the results of this analysis suggestive rather than conclusive. These data do indicate the feelings of those students who responded, but they give us no information about the feelings of those who failed to return the questionnaire. Recognizing the weakness inherent in generalizing from a sample that might be non-representative we nevertheless believe the subsequent analysis has value since it leads to the development of hypotheses from the only data available at this point which can then be tested against future withdrawal rates. In order to develop these hypotheses, the remaining sections of this report will deal with analysis of the responses given to the questionnaire. The respondents can be thought of as being in two groups: transfers (those who withdrew from Hofstra and are currently attending another college) and drop-outs (those who withdrew from Hofstra but are not currently attending another college). The characteristics of the students in these two groups are often different as are the reasons given by them for withdrawal. Analyses will therefore be done for these two groups separately by the different categories of reasons. Understanding these two groups may prove helpful in devising methods leading to increased student retention.

Educational Plans

The first two items on the questionnaire asked the student to indicate his current college status and his future college plans. Sixty percent (114) of the respondents said that they were currently attending another college. Almost one-third (36) of these respondents volunteered the name of the college they are attending; 20 of the schools were public institutions and 16 were private. We have no information on the schools the other 78 respondents are attending.

Table 3 presents a comparison of the characteristics of respondent withdrawers in terms of the percentages going on to other colleges. From the last column of the table it can be seen that a larger percentage of scholastically good respondents went on to other colleges than poorer respondents. Seventy-seven percent of those respondents who had GPA's of 3.0 or better and only 41% of those who had GPA's under 2.5 went on to other colleges. Also, a larger percentage of those who lived in dorms than non-dorm residents went on to other colleges-73% went from Hofstra dorms to other schools while 54% of the non-dorm respondents did so. Compared to their counterparts larger percentages of females, natives, lower classmen and liberal arts majors who were respondent withdrawers went on to other schools. About two-thirds of the responding freshmen and sophomores, but very few upper classmen went on to other colleges.

Table 3

Characteristics of Respondent Withdrawers
Who Went on to Other Colleges

	Attending Another College (N)	Not Attending Another College (N)	Percentage Attending Another College (%)
Total	114	75	60
Male	47	39	55
Female	66	36	65
Native	92	55	63
Transfer	22	19	54
Dorm	47	17	73
No Dorm	67	58	54
Freshman	60	27	69
Sophomore	46	25	65
Junior	6	18	25
Senior	0	4	0
Humanities	21	15	58
Natural Science	6	7	46
Social Science	22	10	69
Business	2	7	22
Education	6	3	67
3.00 and above	56	17	77
2.50-2.99	32	21	60
Under 2.50	24	34	41

Twenty-two percent of the total group of respondents indicated that they intend to return to college; 15% intend to go to another school, 7% intend to return to Hofstra. (An additional 2% of the respondents currently attending another school intend to return to Hofstra, indicating that about one out of ten students who responded intends to return.) Sixteen percent of the respondents said they were uncertain whether they would return to school or not. Only 2% said that they intend not to return to college.

Thus, about one out of five respondents is uncertain about returning to college or intends not to return and the other 82% are either attending college or intend to return. And those students who are currently attending college had an average GPA of 3.0 at Hofstra whereas those who are not attending college had slightly more than 2.5. A larger percentage of former dorm students went on to other colleges than those who had not been living in the dorm. A very small percentage of juniors and seniors went on to other colleges.

Why did they leave?

In obtaining an answer to this question we tabulated all the responses to the item "Would you please indicate what specific things led to your not returning to Hofstra. Was it something about Hofstra, personal reasons, or both"? Table 4 summarizes the responses to this question. When the answers were tabulated, each answer was counted in as many categories as were pertinent. Since most students gave several answers, none of the categories is statistically pure.

Table 4

Reasons Given by Respondent Withdrawers
for Leaving Hofstra

REASONS	N	%
Personal	81	43
Financial (Tuition)	81	43
Dormitory	25	13*
Faculty	20	11
Location	21	11
General Atmosphere	22	12
Major Department or program	17	9
Administration	13	7
Social Activities	13	7
Students	11	6
Lack of Major or program	10	5
Other	41	22
Curriculum	8	
Level of courses	8	
Commuting	9	
Special Programs	5	
Staff	1	
Facilities	1	
Other	9	

*When the number of students dissatisfied with the dorms is calculated as a percentage of just the number of students living in the dorms (64) the percentage is higher (41%).

Three categories of reasons were frequently cited, each being mentioned by more than 40% of the respondents. The three categories were personal, financial and dormitory reasons. Although only 13% of the total number of respondents complained about the dorms, this figure is equivalent to 41% of the 64 respondents who lived in the dorms.

Personal Reasons

There were 81 respondents who cited personal reasons for leaving Hofstra. The major differences between those respondents who gave personal reasons for leaving and those who left for other reasons (financial, dorm and other non-academic aspects, and academic aspects) were the greater percentages of both scholastically poorer students and upper classmen giving personal reasons. There was, also, a slightly larger percentage of transfer students in this group than among all the other withdrawer respondents.

Among those who cited personal reasons for leaving, fewer were attending other colleges; 40% were currently attending colleges and 60% were not, whereas, for the total group of respondents the percentages were reversed. Furthermore, among those who gave personal reasons and went on to another college there were greater percentages of females, lower classmen, high GPA's and dorm students, than among those who gave personal reasons and didn't go on.

Many who said that they left for personal reasons did not elaborate. Others were quite specific. Eleven persons left when they got married, one left to have a baby, and one left after a broken engagement. Ten persons cited health or family problems.

A number of persons cited lack of motivation or lack of clarity concerning goals. Several students said they had found that they were not ready for college. A few left because they had obtained what they considered to be good jobs with good opportunities for advancement. One left to spend a year sailing.

Financial Reasons

In contrast to other reasons, among those who cited financial reasons there were more males than females. Fifty-two percent of those who gave financial reasons were males and 48% were females. In addition, a smaller percentage of transfer withdrawer respondents cited financial reasons than cited personal reasons. The proportion of scholastically poorer students who cited financial reasons resembled those who gave personal reasons in that there were more of them than among the withdrawers giving all other reasons.

Almost two-thirds of these respondents said they were currently attending another school. Among those citing financial reasons, there were larger percentages of lower classmen and better students attending other colleges than not attending other colleges.

Although the names of the schools they were currently attending was not asked for, 17 students who gave financial reasons for withdrawing from Hofstra volunteered the names. Fifteen of the schools were public institutions and only two were private.

A variety of comments were made concerning financial problems. Many came down to an imbalance between what it cost to attend Hofstra and the amount of money that the student had available. Another sizeable group of former students emphasized the expense of attending Hofstra, with some of these students saying that "it wasn't worth it." Other students emphasized their own lack of funds, and implied that if they could have obtained more financial assistance they would have stayed. One or two cited the cancellation of loans; others mentioned the lack of scholarship funds. A discussion of the financial aid awarded to withdrawers compared to the aid awarded to all Hofstra students will be presented later.

Dorm Reasons

More than one-third (64) of the respondents lived in the dorms at Hofstra and almost 41% of this group (26) listed dissatisfaction with dorm living as a reason for leaving Hofstra. Those who gave dorm reasons were different from those respondents who gave other reasons. Among those who were unhappy about the dorms there were large percentages of females, natives, better students and students going on to other colleges. Of the 26 people who were unhappy with the dorms, 75% went to other colleges; and only seven students did not. Because this small N did not allow for stable comparisons, comparisons were not made between those going on to college and those not.

The complaints about the dorms centered around a lack of activities particularly on weekends, the fact that there are too few dorm students, and that they are outnumbered by commuters.

Other Reasons

All reasons listed other than personal, financial and dorms tended to be secondary. Four items were mentioned by about 10% of the students each.

(1) Faculty. Here the complaints included comments about poor teachers, mediocre teachers, teachers who were not interested in

their students, dull, uninspiring or apathetic teachers. One student said that "The courses which I was taking were taught by a staff that was comparable to that of my Junior High School days." Another was unhappy because he had only three very good professors, not realizing that this is about par for most colleges.

(2) Location. There were complaints about Hempstead, about Long Island, and about being too near home.

(3) General Atmosphere. There were complaints about the cold, impersonal atmosphere among the students, and the lack of communication or closeness of students; "no one gave a damn about each other," was the way one student put it.

(4) Criticisms of Major Departments or Programs. Eight specific departments were mentioned by name, six of them being mentioned by only one or two students. Four students said that they were unhappy with the Drama and Theater Arts Department and six were unhappy with the Fine Arts Department.

Other reasons that were mentioned by a few students included complaints about the administration, the lack of social activities and esprit de corps, the lack of a specific major or program, being unhappy with other students at Hofstra, etc.

It seemed that most of the "other" reasons could be grouped into two factors; academic dissatisfaction and general unhappiness with Hofstra. By grouping the "other" reasons we were able to come up with large enough N's to permit analysis. Included under "unhappy with non-academic aspects" are; location, general atmosphere, administration, social activities, students, commuting, staff and facilities. Included under "dissatisfied with academic aspects of Hofstra" are; faculty, criticism of major department or program, lack of specific major or program, curriculum, level of courses, and special programs.

Among those who were unhappy with non-academic aspects of Hofstra there was a very large percentage of dorm students; almost 50%. There were also larger percentages of students with GPA's of 3.0 or better, lower classmen, native students, and females, among these groups than among all other respondent withdrawers.

Unhappiness with non-academic aspects of Hofstra did not appear to reflect unhappiness with college in general, since 75% of these students went on to other colleges. Larger percentages of better students, who were unhappy with non-academic aspects of Hofstra went on to other colleges than did not.

In general the percentages for those respondents who gave "academic" reasons for leaving Hofstra could be characterized as falling somewhere between those who left for personal or financial reasons and those who left because of unhappiness with some non-academic aspect. They were in the middle as far as percentage of better students, dorm, lower classmen, males, and the percentage going on to other colleges. Sixty-eight percent of those who gave academic reasons went on to other colleges. Their in between status prevailed even for the comparison of the characteristics of those who are attending other colleges and those who are not.

In summary, then, there appeared to be five major categories of reasons cited for leaving Hofstra by withdrawers. Personal, financial, and dormitory reasons were all cited by slightly more than 40% of the respondents. Unhappiness with non-academic aspects was cited by a slightly smaller percentage (36%) and dissatisfaction with academic aspects at Hofstra was cited by the smallest percentage (30%).

Different reasons for withdrawing, were given by different kinds of students. Those who gave personal and financial reasons for leaving, by and large, were not the better students. Compared to those who gave all other reasons, those who gave personal reasons had the largest percentage of withdrawers who were upper classmen or who had originally transferred into Hofstra. And among those who left for financial reasons there were more males than females.

Among those citing dissatisfaction with the dorms and other non-academic aspects of Hofstra as reasons for leaving, there were relatively large numbers of females, lower classmen, natives, and students with good GPA's.

Those respondents who were dissatisfied with academic aspects of Hofstra can be characterized as falling somewhere between those citing personal and financial reasons and those citing dorm and general unhappiness. There were greater percentages of better students, dorm students, females, natives, and lower classmen among those academically dissatisfied than among those who left for personal and financial reasons but not quite as large percentages for each of these variables as among those who left because they were dissatisfied with dorm and other non-academic aspects of Hofstra.

The percentage of respondent withdrawers going on to other colleges also varied according to the reasons given for withdrawing. Only 40% of those who left for personal reasons went on to other colleges and almost 70% of those who left for all other reasons did so; those who were dissatisfied with the dorms and other non-academic

aspects of Hofstra had the highest percentage of those going on to other colleges-(75%). Regardless of reason given for withdrawal, larger percentages of scholastically better students, lower classmen, and natives went on to other colleges.

The responses were also classified in terms of what they indicated about a general reaction to Hofstra. Wherever possible, the feeling tone of the response was coded as positive, negative, or neutral. Of the total of 189 questionnaires, 124 could be so classified. Of these, 56% were categorized as being generally negative, 31% were classified as positive, and 13% were neutral.

GPA Related to Reason

The reasons given for withdrawal by respondents having high, medium and low GPA's at time of withdrawal was studied (Table 5). About 50% of the respondent withdrawers with high GPA's (3.00 or better) were unhappy with the dorms and the general non-academic atmosphere at Hofstra. Between 34% and 38% of the better students gave personal reasons, financial reasons, or academic dissatisfaction for withdrawal.

Table 5

Academic Performance Related to
Reasons for Leaving

Reasons	Grade Point Average					
	3.00 and Higher		2.50 - 3.00		Under 2.50	
	N	%	N	%	N	%
Personal	28	38	20	38	31	53
Financial	26	36	22	42	31	53
Dorms	14	50	8	40	3	20
"Unhappy" with Hofstra	36	49	17	32	13	22
Academic	25	34	18	34	14	24

Note: Percentages add to more than 100% since they are of the total number of respondents having a given GPA rather than the total number of reasons. For dorm reasons the percentage is of total number of dorm respondents having a given GPA.

Among the withdrawer respondents with GPA's of under 2.50, more than 50% gave personal and financial reasons for leaving, whereas, only about 20% were unhappy with the dorms, the general non-academic atmosphere or some academic aspect of Hofstra.

Thus, the better student tended to leave because of dissatisfaction with some non-academic aspect of Hofstra whereas, the "below-average" student generally left for personal or financial reasons.

Financial Aid

During the 1970 academic year many students at Hofstra received some assistance toward their college education. Only aid that was controlled by Hofstra was analyzed since only for this aid was individual student data available. The programs of aid included were Hofstra Programs and Federal Programs. The Hofstra Programs included academic awards, grants-in-aid; aid under minority programs, and donor sponsored aid.

During 1970-71 1,797 (29%) full-time day students received one of the above types of financial aid. If financial aid had no effect on decisions to withdraw we would have expected about the same proportion of withdrawers to have received financial aid; however, only 12% (82) of the withdrawers received aid. This leads to the hypothesis that financial aid exerts holding power.

In Table 6 the financial aid data for all Hofstra full-time day students (1970-1971) as well as for all withdrawn students (September 1971) is presented. It can be seen that the number of awards under federal programs was the largest, followed by academic awards, grants-in-aid, minority programs, and last by donors. The rank order of relative numbers of different categories of awards was the same for the withdrawn students as it was for all Hofstra students.

The percentage of withdrawn students to all students receiving each type of award can be considered an index of holding power. When the percentage of withdrawn students is small it may be interpreted that withdrawers receiving that award were reluctant to leave. The last column in Table 6 presents these percentages. Donor programs could be said to have the strongest holding power. Next would be minority programs; then academic awards; then grants-in-aid. Awards under federal programs could be said to have the least amount of holding power. Not one of the 94 students receiving a donor award withdrew. The size of the award did not appear to be a factor. The average aid with the highest holding power (donors) and the lowest (Federal Programs) was about the same size.

Table 6

Number of Financial Aid Awards and Average Size of Award to Withdrawers and Hofstra Full-Time Day Students (Hofstra Contributed and Controlled Only)

	Withdrawers (N)	Average Size ($)	Hofstra Students (N)	Average Size ($)	Percentage of Awards to Withdrawers
Academic Awards	35	1173	939	1053	3.7
Phi Beta Kappa	0		22		
Memorial Honors	0		48		
Academic Honors Transfer	0		13		
Distinguished Academic	9		223		
Academic Assistant Grants	13		302		
New College Academic	1		13		
Academic Honors	12		318		
Grants-in-Aid[1)]	15	1207	300	1109	5.0
Athletic	5		101		
Drama	1		27		
Fine Arts	-		4		
Music	1		27		
Room Grants	3		64		
Work Jobs	5		77		
Minority Programs	4	1781	155	1770	2.6
NOAH	1		57		
Project NOAH	-		6		
NOAH "T"	-		45		
Concerned Faculty	3		47		
Donors	0	0	94	689	0
Regular	0		92		
Special	0		2		
HEOP	1	100	135	859	.7
Federal Programs[1)]	78	747[2)]	1270	702	6.1
Educational Opportunity Grants	8		170		
National Defense Student Loans	43		800		
Federal College Work Study Programs	27		300		

1)Duplicate awards possible
2)Excludes work-study programs for which data was not always available

Since the federal program is mainly loan money (NDSL) or money for work (CWAP) and is theoretically available at other institutions, it makes sense that this carries the least amount of attraction for students at Hofstra. If we consider the percentage of financial aid without the federal program, 21% of all Hofstra students and only 7% of withdrawn students received aid. In addition if we consider that five students of the 48 withdrawn students who received non-federal program financial aid would have had their aid taken away because their GPAs fell below the lower limit required for maintenance of aid, the percentage of aid to withdrawn students becomes even smaller (6%). This tends to strengthen the hypothesis of the potential holding power of financial aid to students at Hofstra.

The class status, GPA, and sex of the 72 withdrawn students who received financial aid was analyzed. Fifty-three percent of these students were females and 47% were males, which is slightly different from the breakdown for all withdrawers. Among the withdrawers who had received financial aid in 1970-1971 there were larger percentages of upper classmen and those with GPAs of 3.00 and better, than among all the withdrawers.

In summary, financial aid (although not the size of the award) seemed to exert holding power over students; the percentage of withdrawers receiving such aid was much smaller than the percentage for the entire university. Twenty-nine percent of all students received Hofstra controlled aid and only 12% of the withdrawers. Of all the types of aid, those that were funded by federal money (and thus presumably available elsewhere) had the least holding power and the donor and academic awards the most.